

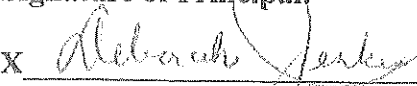
King H.S.
(01043)

ATTACHMENT III

Martin Luther King Jr. Senior High School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

School Name and code Martin Luther King Jr. Senior – 00617	District Name and Code Detroit Public Schools – 82010
Model for change to be implemented: Turnaround	
School Mailing Address: 3200 E. Lafayette Detroit, MI 48207	
Contact for the School Improvement Grant: Name: Dr. Deborah Jenkins Position: Principal Contact's Mailing Address: 3200 E. Lafayette Ave., Detroit, MI 48207 Telephone: (313) 494-7373 Fax: (313) 494-7359 Email address: deborah.jenkins@detroitk12.org	
Principal (Printed Name): Deborah Jenkins	Telephone: (313) 494-7373
Signature of Principal: X 	Date November 15, 2010:
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

District Name

School Name

Reviewer Number

Detroit Public Schools

Martin Luther King High School

Turnaround Model

**Page
Numbers**

Replace principal* --and grant the new principal operational flexibility over staffing, calendar/time and budgeting to implement comprehensive approach*

p. 3-4; p. 8-9;
p. 25; p. 58-60

Screen all existing staff and rehire no more than 50% of staff* --use locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet student needs*

p. 3-4; p. 58-60

Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions* --use to recruit, place and retain skilled staff

p. 8; p. 59; p. 17; p. 37

Provide ongoing high-quality job-embedded Professional Development (PD); --aligned with instructional program and designed with staff input

p. 8; p. 32-51

Adopt a new governance structure*
--examples: report to turnaround office, hire turnaround leader, flexibility agreement in exchange for accountability

p. 60; p. 3-4;
p. 8-9

Required Activities

Use data to identify and implement instruction program that is research-based and vertically aligned from one grade to the next as well as with State academic standards	p. 60-62; p. 36-37; p. 30-33	
Use data to inform and differentiate instruction; --formative, interim, summative	p. 30-37	
Increase learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	p. 7-9; p. 25-36; p. 37;	
Provide social-emotional and community services and supports	p. 22-23	
Implement any activity in the Transformation model	p. 24-37	
Establish a themed school	p. 25	
Permissible Activities		

General Comments

**Martin Luther King, Jr. Senior High School
School Improvement Grant Application
Detroit Public Schools**

Part II

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Refer to Attachment for Required Data

Martin Luther King, Jr. Senior High School is a Comprehensive School with Smaller Learning Communities identified with two Examination Programs--MSAT (Mathematics, Science, and Technology), CISC (Center for International Studies), one general admissions CPLA (College Prep Liberal Arts) and a Ninth Grade Smaller Learning Community comprised of examination and general students.

Overview of the Need

King High School changed drastically because of school closures and mergers. The school culture and population changed greatly with the influx of neighborhood students from city-wide closed comprehensive and rival high schools.

- In 2007-'08 school year, Murray Wright and Martin Luther King, Jr. Senior High Schools were merged on the Martin Luther King, Jr. High School campus after the closing of Murray Wright. Martin Luther King, a predominately examination school, received low achieving Murray Wright students and other neighborhood students in its population. Many of the King parents who had students in the Examination Programs transferred their high performing children from King to other high performing schools, thus changing the school's academic demographics.
- At the time, King should have been reassigned an AYP status of Phase 0, due to the entry of more than 50% of its student population. Attendance data and test scores matched the population of its newest students.
- ML King received a new principal, Dr. Deborah Jenkins in July 2009 selected by the Detroit Public School System because of her abilities to change disorderly school environments, elevate achievement levels and raise graduation levels. Turnaround Partner, EdWorks, was also selected during Fall 2009 because of the decline of student enrollment, poor attendance, underperforming student data and a disorderly school environment. The school stabilized last year (2009-10) and continues to show

improvement in enrollment, attendance and graduation rates following a two year decline in enrollment.

- The current Martin Luther King, Jr. Senior High School is predominantly Black, non-Hispanic and economically disadvantaged. Approximately 17.8% of the current 2010 - '11 student enrollments have identified disabilities, which qualify them for specialized student services. 2009 - '10 attendance rate was 85% and had improved from the 2008-'09 year's 83%. The 2009 - '10 graduation rate was 89.7% and increased from the 2008 - '09 of 85%.

Student performance on the MEAP remains low per State of Michigan Student Indicators for levels 1 & 2 in writing, mathematics, social studies and science.

Martin Luther King's Comprehensive Needs Assessment indicates a number of areas in need of significant and rapid improvement

Critical Indicators

- In general, students at all grade levels are underperforming in core content areas
- Student mobility, absences, and changing school demographics are frequent disruptors of student progress
- Performance by the school's Examination students frequently exceeds that of the general population, conversely, their academic performance is not as high as expected
- The limited indicators of performance for Special Education students shows no students achieving proficiency, suggesting a need for intensive program improvement, still there is a significant lack of data for the size of the enrolled population in this sub-group
- Student Data from the closed and merged schools was not disaggregated from the ML King Student population
- Data for many indicators in the past has been unavailable or not readily available, interfering with reliable monitoring

Areas of greatest need:

After an analysis of data, the King High School staff has chosen to implement a systemic, whole school approach targeting the following areas for immediate improvement:

- Writing
- Science
- Mathematics
- Social Studies

- Acceleration in development of reading/ELA and mathematics skills, especially in the Ninth Grade Smaller Learning Community
- IEPs will be accurately matched to the individualized needs of students receiving Specialized Student Services for the least restrictive environment
- Implementation of a best practice model to provide equitable and improved opportunities for all students
- Alignment of curriculum delivery and instructional practice with content standards, grade level expectations and student academic supports
- Improved academic supports matched to identified individual needs
- Collection and utilization of data to drive instruction that meet the needs of individuals.
- Enriched instruction that is more engaging for students, a heightened sense of excitement about learning and improved relationships and communication between the school and its students and families about expectations
- Increased opportunities for students to expand their educational outlook – raise performance expectations and supports higher education opportunities for all learning communities
- Additional opportunities for students to accelerate their learning via out of the classroom experiences (focus trips), online, dual enrollment opportunities and internships
- Restructure MSAT and CISC Programs to match Green, new STEM and Renewable Energy Programs and improve content knowledge and pedagogical skills as related to STEM teaching
- Geographical Information Systems included in our CISC Smaller Learning Community and Information Assurance included in our MSAT Smaller Learning Community
- Increase staff professional development for teachers to provide more Advanced Placement Classes and attitudes in and towards STEM and, student science learning, achievement and interest in STEM higher learning and careers via partnership-driven professional development
- Professional development to provide teachers solutions and deliverables to deepen teachers' understanding of how students' learn
- Professional development opportunities to build cross-curricular teaching and grade level building to create academic unity

2. Identify the resources provided to the school (in particular, other state and federal funds) to

support the implementation of the selected model.

page 5

King High School (9 - 12)

School Data			Student Connection/School Climate	
Which intervention was selected?			Number of disciplinary incidents:	
Number of minutes in the school year?			Number of students involved in disciplinary incident:	
Student Data	Percentage Rate		Number of truant students:	
Dropout rate:			Teacher Data	
Student attendance rate:	87.0%		Distribution of teachers by performance level on LEA's	
Advanced Coursework	Number	Percent		
Advanced placement:				
International Baccalaureate:				
Early College/College Credit:				
Dual Enrollment:				
Number and percentage enrolled in college from most recent graduating class:				

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	25.9%	8.4%	7.5%	60.2%	38.7%	40.8%	60.2%	17.3%	44.5%	24.6%
American Indian/Alaskan Native						100.0%				
Asian/Pacific Islander		100.0%			100.0%			100.0%		100.0%
Black/African American	20.9%	10.8%	10.6%	57.7%	42.5%	42.1%	57.7%	21.0%	43.7%	29.7%
Hispanic										
White					100.0%					100.0%
Students with Disabilities										
Limited English Proficient		50.0%			100.0%	100.0%		50.0%		100.0%
Migrant Student										
Male	25.3%	14.0%	12.8%	52.5%	33.6%	36.1%	52.5%	19.2%	35.1%	26.0%
Female	17.7%	8.5%	8.7%	60.4%	51.5%	47.1%	60.4%	22.9%	49.0%	34.1%
Aggregate Scores	20.7%	11.2%	10.5%	57.3%	42.9%	42.2%	57.3%	21.1%	43.3%	30.2%

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	924	781	1002	799	124	654	126	646	356						
American Indian/Alaskan Native	1	2	2	1	0	1	1	2	0						
Asian/Pacific Islander	2	1	6	1	1	0	1	0	6						
Black/African American	1810	1453	1383	1531	278	1189	246	873	510						
Hispanic	1		2	1	0			0	2						
White	7	6	8	6	1	5	1	6	2						
Students with Disabilities	49	174	182	43	6	155	16	142	40						
Limited English Proficient	4	5	4	1	3	2	3	1	3						
Migrant Student															
Male	862	725	719	726	135	588	128	451	268						
Female	959	737	682	814	145	607	121	430	252						
Aggregate Scores	1821	1462	1401	1540	280	1195	249	881	520						

King High School (9 - 12)

Sub Group Non-Academic Data Analysis

All Students	# of Truancies			# of Expulsions			Unduplicated Counts					
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08		2008-09		2009-10	
	In*	Out*	In*	Out*	In*	Out*	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged												
American Indian/Alaskan Native												
Asian/Pacific Islander												
Black/African American												
Hispanic												
White												
Students with Disabilities												
Limited English Proficient												
Migrant Student												
Male												
Female												
Aggregate Scores												

All Students	# of Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	924	781	1002						
American Indian/Alaskan Native	1	2	2						
Asian/Pacific Islander	2	1	6						
Black/African American	1810	1453	1383						
Hispanic	1		2						
White	7	6	8						
Students with Disabilities	49	174	182						
Limited English Proficient	4	5	4						
Migrant Student									
Male	862	725	719						
Female	959	737	682						
Aggregate Scores	1821	1462	1401						

King High School (9 - 12)
Sub Group Non-Academic Data Analysis

[illegible]

Enrollment and Graduation Data, All Students 2009-10

[illegible]

School Resource Profile

The following table lists the major grant related resources provided to serve students at Martin Luther King High School. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI) 	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
<p>Other: No other grant funds are currently available at the school.</p> <p>(Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.)</p>			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student

achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The proposal for School Reorganization and Development at Martin Luther King, Jr. Senior High School prepared by the School Core/Design Planning Team and our EdWorks Partners collaborated on the plan. The faculty expressed support for the proposal as evidenced by their participation in regularly scheduled meetings to:

- Analyze data, review the process of continuous assessment, monitoring and evaluation
- Consider interventions and instructional strategies to complete the School Improvement Plan, such as Project Based Learning and Cross-curricular integrated assignments
- Discuss high standards that offer direction to curriculum and provide benchmarks aligned to the teaching processes and content standards
- Gain knowledge of standards matched to the broader framework of the school's vision, values, mission and improvement plan
- Discuss the District's quarterly assessments to measure student achievement and how to use the feedback for instructional decision making and the monitoring of student learning

As a Turnaround school, Martin Luther King, Jr. Senior High School, had an opportunity to interview all interested staff. Selected candidates had to show strong interest and passion for joining the school and working to see the plan through. Approximately, 50% of the 2008 -'09 Martin Luther King, Jr. High School staff was replaced through this process. Dr. Deborah Jenkins was also appointed Principal of Martin Luther King, Jr. Senior High School at the 2009-10 school year. She was selected because of her demonstrated ability to turnaround troubled school settings. Dr Jenkins has led an inclusive, transparent process to jump-start the improvement process.

Further, the Martin Luther King, Jr. Senior High School community is employing the following strategies, among others, to achieve a successful Turnaround. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools:

- Using data as a driving force behind the rigorous, relevant, instructional program that is research-based and aligned to the national Common Core standards, state standards and national college and career-ready standards.
- Expanding learning time for struggling students through double-dosing classes in ELA and mathematics.

- Increase the number of Advanced Placement classes for mathematics, science, English and Social Studies.
- Establishing an effective shared decision-making system, driven by our Core Leadership Team.
- Extending the school day through the Detroit Public Schools Extended Day Program
- Extending the school year through Summer Bridge transition programs for new ninth graders entering high school and credit recovery students.
- Engaging every staff member—leaders, teachers and support staff—in an on-going, job-embedded professional development process within the regular school year and in extended time, with any staff hours worked beyond the regular school day compensated at the contract rate.
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.

Again, all bullets are supported by a newly negotiated contract with the Detroit Federation of Teachers and Detroit Public Schools High Priority Schools Initiative.

2. Explain the school's ability to support systemic change required by the model selected.

Operational Flexibility to Restructure the Learning System of the School

In 2009-10 the Detroit Public Schools Emergency Financial Manager and Chief Academic and Accountability Auditor instituted a new set of central policies and practices that:

1. Put strong principals at the helm of the District's most troubled schools;
2. Identified specific performance targets for student achievement and increased graduation rates;
3. And then gave principals the internal and external support they needed to get the job done, including negotiating a contract with the union that gives principals more flexibility in the use of time during the school day and the ability to extend the school day, as needed, to reach learning goals.

Dr. Deborah Jenkins was appointed Principal of Martin Luther King, Jr. Senior High School for the 2009-10 school year. She was selected because of her demonstrated ability to turnaround troubled school settings. Dr Jenkins has led an inclusive, transparent process to jump-start the improvement process.

She used the new system of operational flexibility to engage external partner, EdWorks to facilitate a re-visioning process in 2009-10 that led to a total restructuring of the school. Under her guidance, the high school moved to support well-designed, themed small learning communities, each with its own leadership and growing system of distributive leadership.

- The **College Prep Liberal Arts Academy** will provide 10-12th grade students with a sense of pride, citizenship, and ownership while developing a strong character and a sound educational foundation that will prepare students for academic and global success in a rich liberal arts program including fine arts.

- The **Center for International Studies and Commerce Academy** will provide 10-12th grade students with a sense of pride, citizenship, and ownership while developing a strong character and a strong foundation in foreign culture, business and technology which prepare students for careers in mathematics, business/marketing, Geographical Information Systems and international studies.
- The **MSAT-STEM Academy** will provide 10-12th grade students with a sense of pride, citizenship, and ownership while developing a strong character and a strong foundation in mathematics, green technology, alternative energy, science and technology, and Information Assurance which prepare students for careers in mathematics, engineering and science.
- The **9th Grade Academy** will provide a safe and productive learning environment in which students can communicate effectively, think critically, solve problems and are technologically literate through a variety of curricular and extra-curricular activities.

It was with these new smaller learning communities in mind that Dr. Deborah Jenkins and her leadership team interviewed all interested staff and assembled a strong new staff whose members show strong interest and passion for joining the school and working to bring new, unique curricula to life for each SLC. Approximately, 50% of the 2008 -'09 Martin Luther King, Jr. High School staff was replaced through this process.

Martin Luther King, Jr. is further using the operational flexibility afforded by contract negotiations with the union to:

- Expand learning time through the Detroit Public Schools Extended Day, Credit-Recovery and Transition Summer School, Second Chance Programs for age-high and grade low students
- Increase course offerings, double-dosing in mathematics and ELA classes
- Develop a schedule at the school that allows every staff member—leaders, teachers and support staff—time to engage in an on-going, job-embedded professional development process within the regular school year, after school and extended summer professional development and provides stipends for teachers to participate in the curriculum development process.
- Work with colleges and universities to create new opportunities for students to accelerate learning by earning University Credit
- Provide incentives for teachers (Net book computers, document readers, calculators, projectors, Smartboards, etc.) to totally re-vamp the curriculum.

Further, the Turnaround strategy at King High School will engage in, model and promote collaborative practice by:

- Distributing responsibility for high quality education among all stakeholders, i.e., teachers, administrators, parents, and community members.
- Investigating and selecting research based proven practices strategies to address high priority objectives
- Gaining a deep understanding of standards and stimulating learning by sharing responsibility and accountability
- Giving continuous and immediate performance feedback to staff
- Increase the spectrum of learning opportunities via technology for staff and students
- Providing a safe and quality environment with all the necessary tools for each stakeholder to achieve at their maximum potential.
- Using data as a driving force behind the rigorous, relevant research-based instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards
- Implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets and a continuing commitment to the Priority School agreement.

The following information details the process and tools the King High School will employ to make the strategies outlined above a reality in the daily life of the school.

District-Level Commitment to the Transformation Plan at King High School

Improvement efforts at Martin Luther King High School are made possible through a wide range of system-level supports including, but not limited to:

- The District has appointed a regional Superintendent for School Redesign, Dr. James Ray, with the assistance of Kathleen Freilino, an experienced central office change agent and successful building administrator. This team has the access and influence to move the work forward in an expeditious manner.
- Implementation of “The Learning Village” platform to support data-driven instruction and delivery of standards-aligned curriculum from multiple providers.
- A commitment to the use of a Short-Cycle/formative assessment system.
- The District engaged EdWorks, LLC, to guide the systemic, Martin Luther King, Jr. Senior High School transformation process
- Detroit Public Schools has purchased Net book computers for all students

- DPS has provided new desktop computers for every classroom

At the school level, using SIG funds, the district will continue to work with the established leadership team on the King High School campus. The team consists of:

- A School-Based Transformation Manager provided by our EdWorks Partner.
- A leader for each of the Smaller Learning Communities at King High School. The administrators will be responsible for leadership development and targeted one-on-one mentoring time with the EdWorks coach monthly, as well as time for full participation in all teacher professional development.
- A Data Analyst to assist in the capture and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction.
- An Assistant Principal and a lead teacher assigned to the Academic Core Areas and focused on improving mathematics, science, ELA and social studies knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills via cross-curricular.
- A College Community Access Coordinator to provide students with the information and support needed to pursue higher education and/or careers.

Organizational funds will be provided to support:

- Common Planning Time for all teachers embedded within the master schedule.
- Focused professional development time for all educators in the building: Four hours of extended professional development time each month and a minimum of five days for an annual teacher summer institute (in two parts, three days in June, two days in August, at a minimum)
- Accelerated Academics for students: focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- Student Summer Bridge: minimum 4 days as transition between grades 8 and 9
- Year-long Senior Seminars and Leadership classes which help students with projects to transition between high school, the world of work and higher education.

An External Rapid Turnaround Partner

In summer 2009, the Detroit Public Schools released a Request for Qualifications to assist its priority schools in designing and implementing a systemic approach to whole school reform. School leaders met with approved external providers and confirmed EdWorks as their choice of external partners. Why EdWorks?

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven high school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, "The EdWorks Model," these approaches enable school and district leaders to start-up or restructure a high school through a five-year, step-by-step system of strategies, processes, and deliverables.

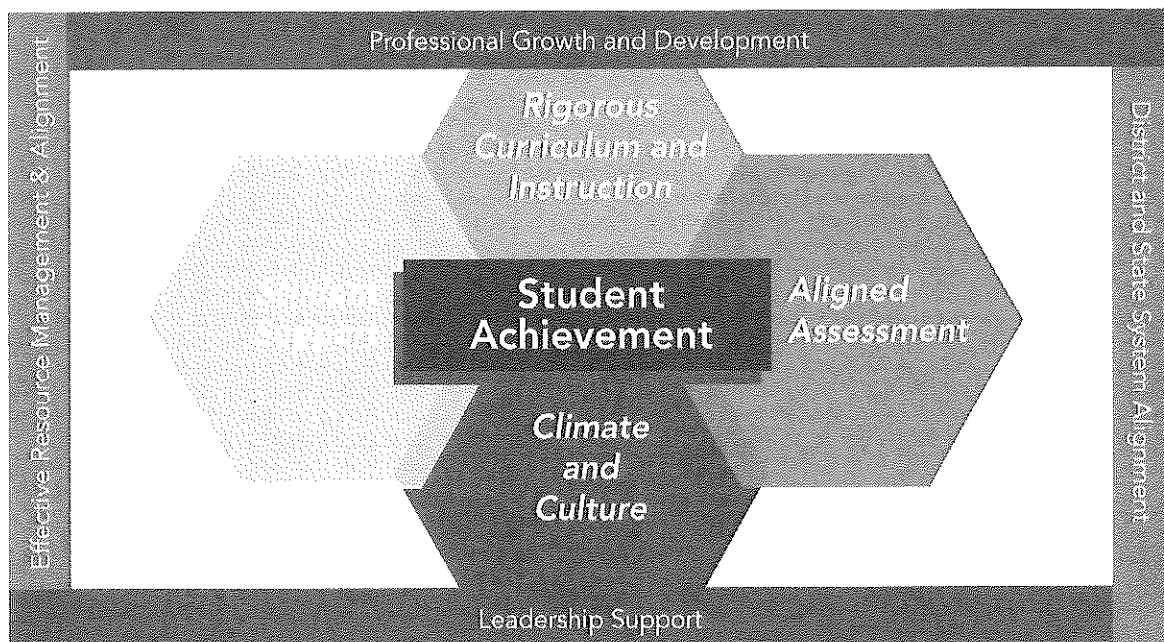
The EdWorks Model represents a very specific point of view about the structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to its success.

Personalization is achieved in three ways:

1. Through the development of high-functioning small schools in an existing school building.
2. By building the capacity of each and every person in the school to “get the work done” through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn’t improve teaching and learning, we don’t do it).

Student Achievement forms the Focal Point for the EdWorks Model.

The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. A total of 36 essential elements refine the implementation strategy. Together, these four components, their underlying elements and the district support framework form a tightly-woven, interconnected, interdependent system.



The four fundamental components and 36 essential elements in the EdWorks Model include:

Rigorous Curriculum and Instruction

1. Rigorous, college-ready curriculum for every student, every day
2. Clear learning objectives
3. Differentiated instruction
4. High levels of student engagement
5. Higher order thinking skills
6. High payoff, short-term instructional strategies across the content areas
7. Broad, school-wide early college experience
8. 21st century literacy across the curriculum
9. Results-driven, flexible scheduling
10. On-site and online professional learning communities
11. Intensive summer institutes for teachers and curriculum staff

Comprehensive Student Support

12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies
13. Semi-annual student led progress review
14. Accessible, detailed, easy-to-understand student progress data and portfolio
15. Student Advisory System
16. Accelerated Academies
17. Summer Bridge Program
18. Higher education partnerships
19. Internships and community service

Aligned Assessments

20. Baseline diagnostic data
21. Short Cycle Assessment
22. Classroom assessment
23. State-mandated graduation tests
24. College and Career Readiness tests
25. Performance-based alternative assessment
26. Teacher, school and district self-assessments
27. Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

Supportive Climate & Culture

28. Safe, purposeful school environment
29. Community engagement for accountability
30. Students and families as primary stakeholders
31. Distributed leadership from the student's desk to the superintendent's desk
32. School design for personalization
33. Coordination of campus-wide issues

- 34. Personalized student growth plans with quarterly outcomes
- 35. Results-driven goals
- 36. A culture of continuous learning for adults

EdWorks Processes and Tools

EdWorks offers a well-developed process that is contextualized to meet local needs— EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure achieve their goals:

- ☑ Technical Assistance Coach
- ☑ Scope and Sequence for the design and delivery of effective, innovative high school education
- ☑ Easy to follow annual planning and implementation calendar
- ☑ Fully developed 5-Year Teacher Professional Development Plan (with the first three years of the plan delivered during the life of this grant)
- ☑ Hands-on Leadership Development Plan
- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on high school
- ☑ Data capture tools and customized dashboard presentation of results
- ☑ And continuous monitoring and adjustment

The EdWorks scope and sequence reflects a simple premise, an equation discovered through years of work with high schools: SCHOOL CLIMATE + TEACHING PRACTICE + COMPREHENSIVE SUPPORT = STUDENT ACHIEVEMENT.

The EdWorks Model is rooted in more than 20 years of research by educators, scientists, social scientists, and economists. The research can be distilled to five simple strategies:

- Begin with the individual student.
 - ↳ Drive instructional practice with data.
 - ↳ Conduct teaching and learning through the tightly-woven fabric of standards, assessments, curricula, student supports, and instructional practices.
 - ↳ Connect teaching and learning to students' prior knowledge and understanding.
 - ↳ Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

The focus on students well-prepared for college and the workplace lends itself to an important question: "What would students be able to do if they were well-prepared to leave school ready to

succeed in the workplace and college?” Research from three individuals well-known to secondary reform initiatives, Conley (2007), Lachat (2110), and Lachat & Williams (1996), provide some key characteristics of students which are summarized on the following chart:

Workplace Readiness (Lachat, 2001; Lachat	College Readiness (Conley, 2007)
Students who can problem solve, communicate, understand multidimensional problems, and design solutions.	Students who can effectively use cognitive and metacognitive strategies, often described as “habits of the mind” (the ability to analyze, interpret, work with precision and accuracy, problem solve, and reason).
Students who can demonstrate what they know and can do.	Students who can demonstrate proficiency in rigorous courses.
Students who can plan their own tasks, evaluate results, and work cooperatively with others.	Students with attitudes and behaviors that lead to success, i.e., study skills, time management, awareness of one’s performance, persistence, and the ability to utilize study groups.
Students who can transfer their school knowledge to “real-life” situations.	Students who can do the tasks needed to prepare for and adjust to college, i.e., succeeding in high school coursework (including college-level classes), applying to college, understanding needed resources, and adapting to college life.

Lachat (2001, p.7) describes some of the challenges of preparing students for the 21st century and strategies that can help schools meet these challenges:

The growing emphasis on educational standards, equity, continuous improvement, and accountability that now drives high school reform is fueled by widespread recognition that schools must become high-performing organizations if they are to prepare all students to succeed in the twenty-first century. Today, our students represent an unprecedented level of diversity—in abilities, learning styles, prior educational experience, attitudes and habits related to learning, language, culture, and home situations. The challenge of educating these students requires new capacities for schools and new orientations for the educators who make decisions that influence students’ lives. It requires a commitment to basing these decisions on sound information rather than assumptions and subjective perceptions. The capacity to access and effectively use many types of data from multiple sources is critical to realizing a vision of high school education that embraces the belief of high expectations for all students. The process of creating learning environments that support the individual success of each student must incorporate both the willingness and the capacity to continually examine the

results of our efforts. This principle of continuous improvement requires the best data available

This foundational informational base, then, drove the development of the five-year EdWorks teacher professional development and coaching systems, rooted primarily in the research and practices of:

- Grant Wiggins and Jay McTighe, *Understanding by Design*, 2005
- Robert Marzano, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2004; and *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 2007
- The International Center for Leadership in Education's Rigor & Relevance Framework
- Gayle Gregory and Lin Kuzmich, *Differentiated Literacy Strategies for Student Growth and Achievement* in Grades 7-12
- National Research Council, *How People Learn*, 2000
- Rick Stiggins, *Assessment for Learning*
- *The Differentiated Classroom*, Tomlinson
- *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, DuFour, DuFour, Eaker, Karhanek, 2004

On-Going, High-Quality Job-Embedded Professional Development

The timeline for activities in Section III provides insight into the timing and content/pedagogical focus of professional development. Specific workshops and professional development schedules will be designed in consultation with the school and district leadership teams, which both include teacher association leaders. New knowledge and skills will be introduced to staff in workshops that are generally 90 to 120 minutes in length. Multiple modules may be combined, if the school is able to offer day-long or multi-day retreats.

New Content is Delivered in Workshops or Retreats

Each workshop models research-based instructional strategies, providing clear learning outcomes, short segments of content delivery to set the stage for the work to come or summarize immediate lessons learned, periods of collaborative reflection and research, hands-on discovery, and an overall learn-by-doing focus. Leaders and teachers involved in the workshops learn the latest approaches to leadership, teaching, and learning by developing lessons or creating walkthrough plans or completing SWOT analyses and formulating student support plans, just to name a few examples.

Leadership Development		Teacher Professional Development
Year One	Leadership Retreat: Getting the culture and Climate Right for Student Success: <ul style="list-style-type: none">• Supportive climate and culture• Research components of a high-performing high school• Data-driven strategic planning• Resource development and	Mini Teacher Summer Institute focusing on: <ul style="list-style-type: none">• High Payoff, Short Term Instructional Strategies• Literacy Across the Content Areas• Brain-Based Research –its meaning for student engagement

Leadership Development		Teacher Professional Development
	monitoring (budgeting to support research-based practices) <ul style="list-style-type: none"> • Authentic community engagement • Effective communication • Engaging students and family • Personalized Student Growth Plans 	
	21st Century Education Seminar Series <ul style="list-style-type: none"> • 2020 Forecast: Creating the Future of Learning • Understanding and applying the local economic development plan and jobs forecast to real-world educational experiences • The latest research on teaching and learning strategies for 21st century students • Unpacking College and Career-Ready Standards and Skills • Understanding the EdWorks Innovative Prototypes and the research behind their development • Contextualizing the Portrait of a Graduate, Identifying specific 21st century skills and habits of mind to be reinforced in innovative prototype designs • Understanding and contextualizing the Four-Year, Standards-Aligned Learning Plan for the prototype designs 	
	Leadership Retreat focusing on Adaptive Leadership for Real-World Results: <ul style="list-style-type: none"> • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community partnerships • Effective small school operations 	Teacher Summer Institute focusing on: <ul style="list-style-type: none"> • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • “Quadrant D” Rigorous, Relevant Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth

Leadership Development		Teacher Professional Development
Year Two	Using one-on-one meetings with members of the leadership team and embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas: Implementing Personalization <ul style="list-style-type: none"> ▪ Advisories ▪ Personalized Student Growth Plans 	

	Leadership Development	Teacher Professional Development
	Short Cycle Assessments <ul style="list-style-type: none"> ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources Classroom Practice/Learning Conditions <ul style="list-style-type: none"> ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance 	
	Leadership Retreat: Growing and Supporting Effective Teams <ul style="list-style-type: none"> • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning 	Teacher Summer Institute: Instructional Design for Rigor and Relevance <ul style="list-style-type: none"> ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Instructional Models and Planning ▪ Unpacking the State and 21st Century College-Ready Content Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments) ▪ Developing “Quadrant D” Units of Study ▪ Designing and using Rubrics ▪ Differentiation
Year Three	<p>Using one-on-one meetings with members of the leadership team and embedded teacher professional development during common planning time, educators deepen knowledge and skills gained in the previous year and the summer institute. Workshops are held after school, as needed, to reinforce or teach in a different way, content and pedagogy introduced in the summer, so that teachers and leaders become fluent practitioners in that area. Professional development focuses in the following areas</p>	
	Leadership Development: <ul style="list-style-type: none"> • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning Leadership Retreat: Leading a High-Performance Organization:	Teacher professional development <ul style="list-style-type: none"> • Looking at Student Work ▪ Standards-Aligned, Unit Design and Delivery ▪ Differentiation ▪ Implementing Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Designing and Using Rubrics with students ▪ Alignment with State and 21st

Leadership Development		Teacher Professional Development
	<ul style="list-style-type: none"> • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling 	Century Standards Teacher Summer Institute: Beyond Rigor and Relevance <ul style="list-style-type: none"> • Comprehensive, four-year Course of Study aligned to State and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with University Partners • Integration of early college experiences in Core and Elective Courses

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

	Reading			Mathematics		
	2009	2008	2007	2009	2008	2007
Group/Grade 11	42.9%	57.3%	No Data	11.2%	20.7%	No Data

Performance has remained low across the three-year period, on the school's combined MEAP/ MME history because of the change of the school demographics and the ability to attract more examination students.

Scores at this low level often indicate a lack of alignment in the curriculum *or* a failure of classroom practice to implement the aligned curriculum.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

During the 2009 -'10 school year, the Martin Luther King, Jr. Sr. High School Ninth Grade SLC Data Team met twice a month and collaborated and developed a tiered approach to using data and research to promote continuous use of student data to inform and differentiate instruction.

This ubiquitous use of data will meet the needs of all students, ensuring they have the supports they need to be successful in a rigorous course of study.

Scheduling and the use of data are critical components needed to address the learning needs of our students. Teachers are being serviced on how to incorporate data in the planning of their lessons and teaching strategies. Counselors meet with students for scheduling conferences which address the necessary courses to meet the State of Michigan graduation requirements. Students' individual skills and interests are implemented in the designing of their schedules. Counselors review student related data on achievement measures to ensure students are scheduled into classes which maximize their potential. In instances where students were not initially successful, students are scheduled into Extended Day classes and provided the opportunity to participate in Credit Recovery.

Scheduling As a Means of Expanding Learning Time for All Students

In high school, it really is all about the schedule. The schedule can isolate content and sort students, or it can open doors to 21st century opportunities. Martin Luther King understands that time matters. Beginning with planning for the 2011-12 school year, Martin Luther King will develop schedules that use time in a very different way. To begin, students will be scheduled in a modified block that allows time for inquiry-based, hands-on learning shown to be effective with today's learners. Critical core courses will include regular "lab" periods that allow time to extend the learning process. In order to ensure the highest levels of achievement for *all* students Martin Luther King will work with scheduling experts from EdWorks to develop a system that is flexible enough to allow teachers to decide, on any given day, that students need extra time to grasp complex concepts and skills in core content classes. If students are on the brink of a breakthrough in math class, for example, the schedule will allow teachers to come together in a just-in-time-decision-making process to ensure those students have the extra time they need, when they need it—even if that means a little less time with the social studies teacher that day or that week. Modified instruction, which includes "double dosing" in the English Language Arts classes and mathematics classes, for instance, and full inclusion (with team teaching by general and special education teachers) are additional measures that will be employed. "Double dosing" will also be applied in science and social studies, as data show students are struggling to master content in those areas.

The very way in which the four-year learning plan will be developed will ensure teachers work together to integrate instruction in a way that helps students understand the interconnectedness of the disciplines—and ground abstract concepts in real life applications in business, the community and the world around them. Most importantly, the SLC schedules at King will be focused and coherent. They will *not* try to offer everything to every student, but they *will* offer a rigorous core curriculum—and ensuring *all* students complete that curriculum.

The four-year learning plan that will be developed for each SLC will also extend student learning opportunities through structured field experience opportunities and action research projects conducted with university and corporate partners.

Technology will be used throughout the school to better engage students in the learning and offer options for independent study, as needed, to keep students on track for graduation.

Response To Intervention

King High School will implement an RTI system as defined by the National Council for Response to Intervention: “Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.”

King High School’s Improvement Plan and its Strategic Plan (both integrate a commitment to the use of data to drive instruction. That commitment is seen in the commitment of funds to support:

- A school-based Data Analyst
- A proven baseline and short cycle assessment system
- Professional development in the use of data to driven instruction and the development of standards-based instructional plans and the commitment to employ a formal system of interventions and acceleration to help all students achieve success in a rigorous and project based curriculum.

The formal intervention system includes the following levels:

Level One: All students participate in a baseline diagnostic assessment to pinpoint skills and challenges in English Language Arts, mathematics, science and social studies. Student schedules are designed to provide acceleration or intervention as needed. All teachers use data to drive instruction and employ differentiated teaching practices. Testing occurs three more times during the year through the DPS Quarterly Assessments.

Level Two: Students not meeting individual learning goals under Level One will participate in intensive instruction outside of the regular school day to help them master difficult skills related to state-required tests and standards. Students who need additional help are referred to guidance, RCT Team and possibly specialized student for additional support.

Level Three: EdWorks will assist King High School in the identification of evidence-based interventions to ensure the most challenged students reach learning goals.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.
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Daily grade level collaborative planning time was built into the 2010-11 schedules that will be utilized for embedded Professional Development, data analysis, Response To Intervention, lesson planning and development of detailed learning plans for all students who are not meeting performance expectations. The school is also implementing advisory periods in which staff will focus on social/emotional supports for students as well as building stronger adult/student relationships and improving home/school communications. Time was allocated for technology training, curriculum alignment and data study, as well as vertical teaming and professional learning communities.

The proposed schedule for the 2010-11 school year at King High School supports cross-curricular team collaborative planning time for teachers within the Examination programs, as well as content-specific common planning time across the 9th Grade SLC. A schedule that includes both SLCs and content-area collaborative planning time

- For trust-building among staff members that are accustomed to working in isolation.
 - Offers a platform for teams of teachers sharing a group of students to engage in the deep, ongoing examination of student data and student work across time so that they can make adjustments in instructional strategies and materials to better meet student learning needs.
1. Provides time for teachers to develop curricula, units of study, assessments, and lesson plans that integrate and reinforce standards, knowledge, skills and pedagogy across the content areas.
 2. Provides time for staff to observe each other's classes and provide feedback to improve colleagues' instructional practice and student outcomes.
 3. Breaks down the isolation from their departmental colleagues that teachers in SLC's often feel when moving from a large departmentalized high school with a staff of 10 or more people in each content area to SLCs
 4. Increases the opportunity for examination of the latest research and pedagogy crosses content areas, as well as new information specific to the content area.
 5. Provides time to examine school progress toward critical milestones and benchmarks and make recommendations for improving school plans and support systems.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts

Martin Luther King, Jr. Senior High School Community Engagement in the 2009-'10 planning year was conducted primarily through a series of conversations. Conversations were held anywhere that people come together before, during, and after school and revolved around a set of essential questions, ranging from people's hopes and dreams for the students of their community to student needs for real world, applied learning. The conversations involved small groups of two to thirty five people, as well as, school-wide meetings representing more than 500 people. Community insights and recommendations were gathered through the process and used to help shape the design of the schools. During 2009-'10, the conversations provided a glimpse of the future of education for parents and community members and gained their insights into what that meant for their community. King is fortunate to have a strong group of committed parents and alumni associations. Our Attendance Agent and two Assistant Attendance Officers also have extensive relationships with the community and parents.

A broad cross section of the community including students, alumni, community organizations, parents, faith based community, political representatives and business partners play an active role in strengthening the schools culture and community relationships. These groups continue to express their support for the school improvement efforts described in this application and their desire to remain active partners. The common consensus was for all students and the entire city of Detroit to be moved by our school improvement plan. Community, business and university partners are still committed and are proposing design units of study that involve real world learning experiences for students in a planned purposeful way and culminating with internships during the senior year for most students. Often, parents, business, community and university partners are members of the teams listening to and scoring student presentations. The community involvement at Martin Luther King's educational process engages across a wide range of stakeholders.

A new Martin Luther King, Jr. Senior High School is being built and scheduled to open 2011-'12 school year and brings additional excitement.

SECTION III: PROPOSED ACTIVITIES

- Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Deborah Jenkins was appointed as principal of Martin Luther King, Jr. Senior High School in July 2009. EdWorks was selected as a school development partner in August 2009. During the 2009 -10 school year a core planning/design team volunteered to work with the administration, with facilitation provided by EdWorks, to initiate discussions leading to a plan for the future of the school. As a Turnaround school, Martin Luther King, Jr. Senior High School, had an opportunity to interview all interested staff. Selected candidates had to show strong interest and

passion for joining the school and working to see the plan through. Approximately, 50% of the 2008 -'09 Martin Luther King, Jr. High School staff was replaced through this process.

Discussions resulted with EdWorks focusing faculty, staff and parents in the school community on identifying specific 21st century skills and habits of mind to be displayed through the teaching and learning practices in a school. School faculty voiced their support of the plan to integrate the research on how people learn with college and workplace ready standards, local economic development forecasts and research-based instructional practices into the design, operations and strategic plans for the transformed schools.

Good Student and Teacher Scheduling are vital to enhancing student achievement as well. Consequently, the administration tries to match the teacher with the area in which they are the best matched to teach. Teachers are given a course selection form during the time; students are being scheduled by counselors. **Scheduling Process:** Counselors meet with students for scheduling conferences which address the necessary courses to meet the State of Michigan graduation requirements. Students' individual skills and interests are implemented in the designing of their schedules. Counselors review student related data on achievement measures to ensure students are scheduled into classes which maximize their potential. In instances where students were not initially successful, students are scheduled into Extended Day classes and provided the opportunity to participate in Credit Recovery courses. Modified instruction which includes double dosing in the English Language Arts classes, Algebra classes and mainstreaming are additional measures which are employed. Additionally, students participate in field experience opportunities and research. Lastly, implementation of technology in the core subjects has significantly increased student interest.

Teams will continue to receive support from University partners, EdWorks and other sources to build coherence about the proposed plan, develop the skills needed for successful implementation, and raise performance expectations school wide. In the coming year, the school leadership and core planning teams will continue to refine and develop additional details of implementation based on active monitoring of progress toward performance targets. Our students will continue to have opportunities to learn more through Double-dosing in ELA and mathematics classes. Project-based learning in all classes will be required and implemented cross-curricular. Summer school, Extended Day, Transition-Bridge, Second Chance, On-Line Credit Recovery and out of class learning experiences will continue. Our STEM program will provide opportunities to improve teacher content knowledge, pedagogical practices, and attitudes in science learning, achievement and interest in STEM higher learning

Adoption of a New School Model:

In 2009, Detroit Public Schools gave King a face lift by de-cluttering, painting, repairing and restoring the physical plant. King was also slatted as the first high school to be built with the new Bond proposal and themed as a Lead- Gold Green Energy and STEM school. The new physical plant has help to drive curriculum. Plans have been made to include the life sciences in the new vision and mission for the school developed by the School Design team in 2009-10.

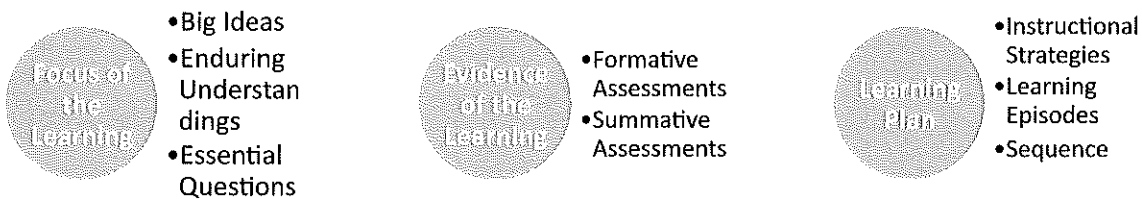
Mission for Martin Luther King, Jr. High School:

Our mission at Martin Luther King, Jr. Senior High School is to provide our students with outstanding opportunities to prepare for life beyond high school through a rich and diverse exploration of the cultures, literatures, languages, sciences, communications, technologies and innovations that drive our society both locally and globally.

Vision for Martin Luther King, Jr. Senior High School:

Our Vision for Martin Luther King, Jr. Senior High School utilizes a team based approach school wide to ensure all of our students are successfully engaged by high quality instruction that:

- Educates all students through instructional opportunities that integrate development and application of knowledge and skills across traditional content boundaries.
- Offers in the CISC (Center for International Studies and Commerce) a diverse array of opportunities to engage in exploration and building understanding of cultures and languages around the globe
- Utilizes technology to expand our sciences, mathematics in our MSAT (Mathematics, Science and Technology)-STEM and our CISC programs. Technology will also be available to our CPLA and 9th Grade SLC communities to help them examine world cultures, communicate globally, engage in global networks and become accomplished cross cultural navigators
- Meets all students where they are and provide multiple opportunities to accelerate their learning and close academic knowledge and skill gaps
- Enriches all students' lives and educational progress through a technology rich challenging and culturally enriched curriculum that prepares all students beyond high school
- Socializes the students about the Dr. Martin Luther King, Jr. non-violence approach to addressing civil and human rights.



From Data to Aligned Learning System

In 2009-10 Martin Luther King brought definition to its small learning communities through an analysis of data about the student performance, local workforce and economic development plans, community resources and the passions of its students and teachers. Through the program proposed in this School Improvement Grant, Martin Luther King will use the research on *How People Learn* to move from a well-defined vision for its Small Learning Communities to unique, well-defined, four-year “pathways to graduation” that bring the themes to life for students and

parents. Cross-curricular teams of teachers, university and corporate partners will use the state and Common Core standards to identify:

- Over-Arching Big Ideas: The “What”—Core concepts, principles, theories or processes contained within the common standards that serve as a focal point of the curriculum and help to prioritize content.
- Over-Arching Enduring Understandings: The “So What”—Statements summarizing critical ideas and core processes that are central to a discipline and have lasting value beyond the classroom.
- Over-Arching Essential Questions: Open-ended, thought-provoking questions with no single right answer designed to stimulate inquiry and debate around the big ideas and enduring understandings.

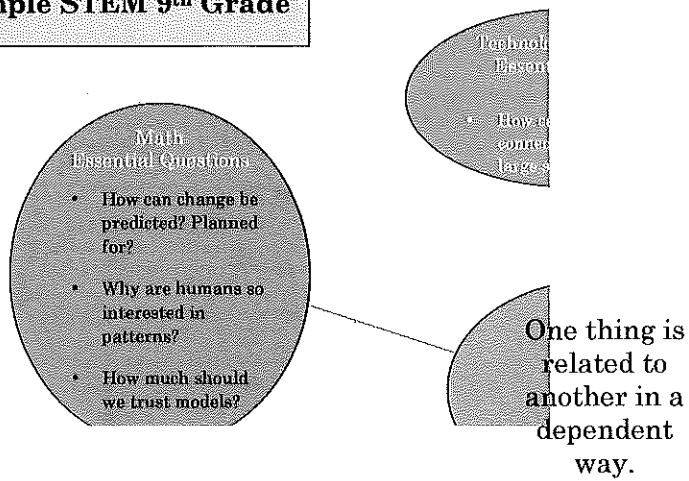
Once each SLC has identified its organizing big ideas, enduring understandings and essential questions, for each year (9th, 10th, 11th and 12th) the teams will develop:

- Credits and Courses: Paint the picture of what courses will look like. Provide the rationale for the sequence, i.e., “Students will engage in the study of mathematics beginning with...and move to ...” They will reflect on the following questions:
 1. Does the sequence of courses insure a coherent flow across grade levels?
 2. Does the sequence identify key understandings?
 3. Will the courses lead to the desired student accomplishments?
 4. Credits required preparing for higher learning?
- Cross-Curricular Application: A particular focus will be placed on designing teaching and learning opportunities for integrated experiences that provide linkages and recurring themes between and among the disciplines.

The four-year pathway to graduation will culminate in a capstone experience in which students demonstrate mastery of their rigorous course of study.

Ultimately, each SLC will create pacing guides and lesson plans designed to break down the silos that generally exist between content areas to help students understand the connections among the disciplines and reinforce key concepts.

Sample STEM 9th Grade



Social Studies Essential Questions

- How does innovation in the past continue to impact us today?
- How is history created? What are its limitations?
- How does our lens impact our conclusions?
- What is a "critical" question?

Sample Four-Year Course Sequence

	Grade 9 Highly Integrated		Grade 10 Highly Integrated		Grade 11 Moderately Integrated Moderately Individualized		Grade 12 Highly Individualized		
Social Studies	Psychology	0.5	World History	1.0	American History	1.0			
	CWP	0.5	Geography	0.5	Civics	0.5			
	SS Methods	0.5							
Math	Algebra 1	0.5	Algebra 2	0.5	Algebra 3	0.5	Trigonometry	Math Electives 0.5 Each	
	Geometry 1	0.5	Geometry 2	0.5	Geometry 3	0.5	Pre-Calculus		
	Statistics 1	0.5	Statistics 2	0.5	Statistics 3	0.5	Calculus		
							Financial Lit*		
Science	Physical * Science (Lab)	1.0	Biology * (Lab)	1.0	Environmental Science* (Science Elective) OR Physics* (Science Elective)			1.0	
	Chemistry * (Lab)	0.5	Earth Science* (Lab)	0.5					
Technology & Engineering	Occupational Education *	1.0	CAD* (Fine Arts Credit)	1.0	Material Science* (Science or T & E Elective) OR Computer Science* (T & E Elective)			1.0	
	T & E 1*	0.5	T & E 2*	0.5					
English Language Arts	Foundations of English	1.0	World Literature	1.0	American Literature	1.0	Advanced Composition	1.0	
	Technical Writing 1*	0.5	Technical Writing 2*	0.5			Culminating Project*	0.5	
					World Language @ CBC Running Start (Dual credit for high school and college)			Up to 1.5 per year	
TOTAL CREDITS		7.5	TOTAL CREDITS		7.5	TOTAL CREDITS	Min 4.5 Max 9.0	TOTAL CREDITS	Min 1.5 Max 7.5
Total FTEs		5.0	Total FTEs		5.0	Total FTEs	5.0	Total FTEs	Up to 3.0

Health during summer		Dual Enrollment	PE Credits completed during any grade level
Elective Credit	Non-Elective Graduation Requirement	Internships	
Required Elective for College Entrance	Recommended Elective	Apprenticeships	
State Graduation Requirement	*Possible CTE Course	Tri-Tech	

Expanded Information on Support of the Application and Approaches

Planning for this proposal actually began in fall 2009 with the assignment of the new principal, Dr. Deborah Jenkins.

In fall 2009, a team of school administrators, community engagement experts and data analysts conducted a baseline assessment of organizational effectiveness at King High School, using research-based rubrics developed for EdWorks (King High School's external partner) by national curriculum and assessment organization, Edvantia.

The assessment process took an in-depth look at four core areas: rigorous curriculum and instruction, systems of student support, aligned assessments and school climate and culture. The baseline assessment included focus groups of parents, students, community members and teachers, as well as interviews with school leaders and regular school walkthroughs. Several weeks later, teachers used the rubrics for school climate and culture to do an internal assessment of the strategies and tools in place at King to support student success. This assessment launched the school's introspective process leading up to two key documents:

1. The School Improvement Plan
2. The Strategic Plan to Enhance our Examination Programs and by adding a Ninth Grade Smaller Learning Communities on the King High School campus.

The School Improvement Plan

The Martin Luther King, Jr. Senior High School Improvement Plan outlines goals and strategies to advance student performance in the coming year. While separate sections within the plan provide varying levels of detail, the basic overarching goals include ensuring all students are proficient in:

- Writing
- Science
- Mathematics
- Social Studies

Improvements in student performance will be achieved by overarching focus on Organizational Effectiveness.

Martin Luther King High School will work in teams to take the steps necessary to establish:

- Smaller learning communities that will enhance cross-curricular planning and teaming
- Engaging all teachers in professional development focused on using data to drive differentiated instruction
- Engaging all teachers in professional development focusing on Bloom's Taxonomy, the Rigor / Relevance framework and Classroom Strategies that Work (Marzano)
- Providing professional development for all teachers in their specific content areas, using coaches from the Wayne RESA
- Engaging all teachers in professional development that reinforces reading and writing across the curriculum
- Engaging students in the learning process through the adoption of research-based instructional practices and the latest classroom technology
- Increasing the rigor of the curriculum through stronger alignment with standards and more effective scheduling of student interventions and supports
- Increasing the use of technology across the curriculum

This SIG proposal begins with and then builds upon these goals and strategies to implement a systemic approach to improving the skills of adults so that student learning and outcomes are dramatically improved.

The Strategic Plan to Re-design our MSAT and CISC Examination Smaller Learning Communities at Martin Luther King, Jr. Senior High School began with a study group process involving the King High School staff and Core Planning/School Improvement Team. The Strategic Plan revisited the King Examination programs:

- Freshman Academy Ninth Grade Smaller Learning Community
- CISC Center of International Studies and Commerce
- MSAT Mathematics, Science and Technology: King's STEM Academy

The SLC plan will be revisited in 2010-11, as enrollments, school leveling and DPS staff is stabilized.

A Plan to Maintain Ongoing Support for the Turnaround Process

Teachers, students, administrators and community will continue to participate in assessments of school Operational Effectiveness. Detailed activities throughout the three years of this initiative further involve a wide range of stakeholders in the continuous improvement of the resources and strategies applied in the school to achieve overarching goals and offer additional opportunities to reaffirm commitment to the course of the transformation process at King High School.

Core High School Turnaround Goals:

Goals and objectives to guide the efforts of each team were established by the Core Planning/School Design Team. Teams received professional coaching in practices and protocols and embedded training to build the capacity to meet the school's performance targets.

- Goal #1: Establish a culture among the entire Martin Luther King, Jr. High School Community that values civil and human rights and by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and a caring staff.
- Goal #2: Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by high school graduation rates and academic performance
- Goal #3: Improve school wide practices that impact student achievement so that all our students are performing at proficiency or better in core content areas
- Goal #4: Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by a clean, safe, aesthetically environment and increased participation in various school activities.

An in-depth assessment process, building on information gleaned in the school improvement process and the findings of the Organizational Effectiveness assessment.

1. The development of a four-year learning plan for each of the themed schools that implements a rigorous core course of study for all students.
2. The implementation of a scaffolded professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21st century knowledge and skills for all adults in the building.
3. The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.

4. The design and implementation of an ongoing community engagement system.
 5. The result of this transformation process is the development of a learning environment at Martin Luther King High School in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.
- i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.**

Martin Luther King Jr. Sr. High School will:

- Use Data on multiple levels to develop and refine the School Improvement Plan.
- Design professional development related to the proposed activities; targeting all sub groups after evaluation of data.
- Create supplemental resource packets for all students performing at levels 3 and 4 on the MEAP, State Test for entering Grade 9 students Summer Bridge Students in our Transitional Academy.
- Develop lesson plans and assignments that emphasize the use of graphic organizers: Develop unit plans for informational texts that include common question stems.
- Use data to inform instruction create innovative programs to complement school improvement efforts and enable struggling students to master fundamental skills in all core content areas. Create learning plans and outcomes.

This will be accomplished by drawing on the lessons of nationally-recognized researchers and practitioners like Richard DuFour, Rick Stiggins, Judy Wurtzel, Robert Marzano, and others, EdWorks has developed a model that effectively guides schools through the process of balancing annual, interim and classroom assessments in a way that provides both assessments *of* learning and *for* learning.

The EdWorks Model will support King High School in the effective use and, as appropriate, development of the following balanced system of Aligned Assessments and reports.

Data used to inform teaching and learning at the classroom level:

- Baseline diagnostic data
- Short cycle assessment
- Classroom assessment
- Performance-based alternative assessment
- Teacher self-assessment of practice using the EdWorks Instructional Rubrics; district and school self-assessment of support for the learning process

Data used by the state and national bodies to judge school effectiveness over time:

- State-mandated graduation tests

- College and Career Readiness tests

One-Page, Easy-To-Use Reports to Monitor Progress Over Time on Key Indicators:

- Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

The goal is to produce a “continuous flow of information about student achievement ... to advance, not merely check on student learning.” (Stiggins, 2002) These eight types of assessments and reports, in combination, create a balanced picture of student academic progress and school effectiveness. By focusing on setting specific goals during the strategic planning process, schools can clearly answer the questions, “Where are we today? Where are we going? How far is it? How far have we come? Are we there yet?”

The greatest professional development emphasis in the EdWorks system of aligned assessments revolves around helping teachers and students employ assessments *for* learning.

- Teachers design assessments every day as part of the instructional process. EdWorks begins by helping teachers view themselves as assessment professionals and designers as they plan their classroom learning experiences. By increasing teachers' knowledge and skills in assessment, EdWorks can help them gather better data from their students about knowledge and skills gained through the learning experience.
- Once teachers have an understanding of strong assessment design, EdWorks helps them articulate achievement standards and goals for students *before* they actually teach a course, unit or lesson. Approaching assessment in this fashion actually motivates students to achieve and take responsibility for their own learning.
- Over time, EdWorks helps teachers use multiple sources of data to adjust their classroom instruction to better meet student needs.
- Through the full system of aligned assessments, teachers and students can communicate their learning and achievements more effectively with each other, their parents/guardians and the community.

This focus on multiple strategies of assessment for learning increases the insights of leaders, teachers and students about the assessment process, leading to a purpose-driven, motivational, high-performing learning environment.

- ii. **Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

King High School will collect data through student assessment data in each discipline. This data will be analyzed by a committee and reviewed by data team, principal and all internal and external stakeholders annually and when provided. Access to the data will be provided through data base professional development and or technology. Data from the COGNOS website will be utilized. Internal Stakeholders, i.e., teachers and administrators will have access to individual

student performance and student achievement records. Teachers will have access to all available testing data to tailor instruction to student needs.

King High School will utilize the EdWorks system for data gathering and reporting. EdWorks utilizes a mixed-method evaluation approach involving multiple methods of data collection. Including, taking stock of everything from central office supports for the school turnaround work to change in leadership and teacher practices to attitudinal surveys of students, teachers, parents and leaders.

Data are presented in user-friendly format and discussed in School Leadership Team meetings, in the professional learning communities that operate during common planning time, in meetings with school and district leadership and in community engagement conversations.

Data will be collected by an identified Data Specialist with the school's Data Analyst and its Technical Assistance Coach. Tools in the DPS-provided "Learning Village" and resources in the Northwest Evaluation Association Measures of Academic Progress will ensure all administrators and teachers are able to access and monitor progress of individual students, classes, grade levels and the whole school.

The following data collection tools are used to obtain the data needed to create the desired reports:

1. **School Data Collection Template:** Completed by the evaluation consultant and coach, in collaboration with the school. The template stores the wide range of data generated at the school and which do not require special interpretation or analysis during the process of collection.
2. **Planning and Implementation Calendars:** Comprehensive timeline of key activities, events and milestones to guide the implementation of the EdWorks model.
3. **Student, Teacher and Leader Attitudinal Surveys:** Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
4. **Client Satisfaction Survey:** Survey to further the School Improvement Team and EdWorks understand how well both are serving our students and community to provide insight on how to improve its services
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

Student data will be disaggregated by gender, ethnicity free and reduced price meal eligibility, special education, and grade level promotions.

Three reports will be generated:

Report One: Engagement and Model Implementation – Annually

- **Measurement Need:** Is the EdWorks model being implemented with fidelity, and is the school progressing?
- **Reporting Approach:** Demonstrate school's progress employing all of the components of the EdWorks model.

Metric	Analysis
Rubric Level, Rigorous Curriculum and Instruction	Trend, Benchmark
Rubric Level, Advisories	Trend, Benchmark
Rubric Level, Personalized Growth Plans	Trend, Benchmark
Rigorous Curriculum Enrollment	Trend, Benchmark
Rubric level, Performance-Based Alternative Assessments	Trend, Benchmark
Professional Development Adoption	Trend, Benchmark
Student Attendance Rates	Trend, Benchmark
Disciplinary Actions	Trend, Benchmark
Overall Level, Instructional Rubric	Trend, Benchmark
Instructional Delivery Assessment	Trend, Benchmark
Michigan Merit Exam	Trend, Benchmark
Progression	Trend, Benchmark
Graduation	Trend, Benchmark

Report Two: Interim Student Growth – Quarterly

- **Measurement Need:** Are students improving academically so that they will be prepared to progress at the end of the year?
- **Reporting Approach:** Examine key student achievement indicators which demonstrate students are on the path to success

Metric	Analysis
Student Attendance	Trend, Benchmark
Disciplinary Actions—by category of action	Trend, Benchmark

Metric	Analysis
Formative/Short cycle assessment performance (<i>NWEA Measures of Academic Progress; District Benchmark Assessments Q2/Q4</i>)	Trend, Benchmark
Grade Distribution	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
College Applications	Trend, Benchmark
College /Technical Course Participation ¹	Trend, Benchmark
Internships, community service, research assistantships, apprenticeships	Trend, Benchmark

Report Three: Annual Student Growth – Annually

- **Measurement Need:** Is student academic achievement increasing?
- **Reporting Approach:** Examine key student achievement indicators which demonstrate students are on the path to success.

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Rigorous curriculum enrollment	Trend, Benchmark
District Benchmark Assessments Q4; annual NWEA Measures of Academic Progress	Trend, Benchmark
On time progression	Trend, Benchmark
On time graduation	Trend, Benchmark
Technical Certificates Earned	Trend, Benchmark
AP/IB course participation	Trend, Benchmark
AP/IB course performance	Trend, Benchmark
College/ technical course performance	Trend, Benchmark
College course completion ¹	Trend, Benchmark
ACT/ACT Plan/ACT Explore Participation	Trend, Benchmark
ACT/ACT Plan/ACT Explore Performance	Trend, Benchmark
College Applications	Trend, Benchmark
College/ Technical school enrollment	Trend, Benchmark

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

The “learn-by-doing” approach to professional development workshops facilitated by the EdWorks Technical Assistance Coach provides a strong setting for helping teachers and leaders learn to understand and apply data to differentiate instruction and adjust instructional plans. Knowledge and skills are introduced in the Teacher Summer Institute and Leadership Retreats, where participants bring actual student and school data to the table. This actual data is analyzed in a scaffolded fashion in the workshop and results used immediately to adjust lesson designs in the Summer Institute or ongoing Workshop. Teachers use data analysis skills learned in the Institutes and Workshops to guide their collaborative work in common planning time.

The Michigan Merit Exam, ACT Plan, ACT Explore, COGNOS, MI-ACCESS, the Northwest Evaluation Association Measures of Academic Progress and District Benchmark Assessments Q2/Q4 will be used to measure student progress. Identify low scoring areas through assessment scores and use data as a resource tool during instruction. The Learning Village will be an invaluable tool in data access and reporting, as will the interactive suites of NWEA’s MAP system and its Des Cartes support system for differentiation.

iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The procedure for the professional development plan will use the district pacing charts, the Michigan High School Grade Level classroom strategies for learning and the MME Writing, Math, Reading and Science Rubrics to develop a plan which not only encourages collaboration between staff but also to implement best practices for the students. Staff development that works in creating and building professional learning communities will be employed.

The School begins development of its professional learning plan with the end in mind—student, school and teacher data.

- The school mines student data for schoolwide, class, grade-level and individual student trends, both within individual content areas and across the process standards. Data are garnered through a combination of teacher classroom records, the nationally-normed short cycle assessments of the Northwest Evaluation Association’s Measures of Academic Progress, and instructional data gleaned from the Learning Village.
- The school looks at the aggregate results of annual assessments using the research-based EdWorks Instructional Rubrics (focused on individual teacher growth) and Organizational Effectiveness (focused on school-wide growth).

Analyzed together, these data sources help the staff plot a professional and leadership development course. The professional and leadership development plans begin with EdWorks' scaffolded five-year leadership and professional development plans. In study groups, then, teachers and leaders from Martin Luther King, Jr. Senior High School will use that data to adjust or add elements to the basic, proven professional development plan.

EdWorks' on-site technical support is provided by a Technical Assistance Coach who works at the district and building level as many as 70 days per year to support the transformation of a secondary school. The coach guides the development and implementation of the operational guidelines/practices. They also assist school personnel in identifying key outcomes and benchmarks through: recruiting and hiring staff; planning and implementation of integrated standards; aligned curriculum, instructional strategies, and assessments. Key to the success of the EdWorks school model is the ability to offer specific, highly contextual technical assistance in such critical areas as labor-management, collaboration and business plan formation.

Each building has a primary Coach that guides the process on the ground, assists sites in completing tasks, and delivers the school wide professional development and leadership development. The leadership development is delivered by the Coach in three ways:

1. In the context of doing the work on the ground
2. Through structured annual leadership retreats
3. Through one-on-one counseling sessions

Teacher professional development is delivered in the school building through a combination of:

1. Whole-school late start or early release time
2. Small group release time using substitutes
3. Teacher Summer Institutes
4. Common planning time
5. One-on-one coaching and modeling
6. Educators Knowledge Network, EdWorks' online learning community

Activities and Timeline

King High School and EdWorks will implement a multi-faceted technical assistance approach across the three years of the School Improvement Grant. The plan is designed to have experienced EdWorks technical assistance coaches modeling instructional leadership, delivering a scaffolded system of leadership and professional development on research-based teaching, learning and leadership practices, providing feedback to leaders and teachers, and mentoring their development throughout the three years of the initiative. The goal is to prepare staff to carry on the research-based practices after the close of the grant. The work is scaffolded to *challenge participants, but not paralyze* progress by moving too quickly on too many fronts.

Description of Work

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
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Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year One (September 2010 – August 2011)												
Conduct Mini Teacher Institute to help induct new staff members to the campus and new SLCs, focusing on: <ul style="list-style-type: none"> • The 2020 Forecast: Creating the Future of Learning • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research 	◆	◆										
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Identify a local community engagement partner; develop work plan with that partner	◆											
Make a formal Progress report to the local community	◆											
Collect student, teacher, school data			◆				◆				◆	
Implement an authentic community engagement plan focusing on the 2020 Forecast; help the community come to know about and engage with the new SLCs		◆	◆	◆								

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<p>Using targeted one-on-one coaching time for principals and teacher leaders. Extended time for teachers and guided agendas for common planning time, conduct leadership and teacher professional development to deepen knowledge and skills gained in the previous year.</p> <p>Professional development focuses in the following areas:</p> <p>Implementing Personalization</p> <ul style="list-style-type: none"> Practices that promote personalization of instruction to meet individual student needs Personalized Student Growth Plans <p>Short Cycle Assessments</p> <ul style="list-style-type: none"> Exploring Diagnostic and Short Cycle Assessment System Short Cycle Assessments as Instructional Resources <p>Using Data to Drive Instruction</p>												
Administer formative assessment				◆			◆			◆		
<ul style="list-style-type: none"> Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention. Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments 				◆	◆	◆	◆					
<ul style="list-style-type: none"> Contextualize the EdWorks system for distributive leadership to reflect local school areas of focus and priorities Elect SLC leadership teams Form the Campus-Wide Leadership Team 				◆	◆							

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<p>Conduct second mini-summer institute to continue the induction process for new staff, focusing on:</p> <ul style="list-style-type: none"> ▪ Introduction to the Rigor and Relevance Framework ▪ Backwards Design ▪ Literacy Across the Content Areas ▪ "Quadrant D" Lesson Design ▪ 21st Century Skills ▪ Lesson Design and Delivery for coherence and student growth 					◆							
Conduct SLC Leadership Team and Campus-Wide Leadership Team meetings, making recommendations for action/decisions according to the agreed-upon structures						◆	◆	◆	◆	◆		
Identify specific university and business partners with content expertise in the focus areas for each SLC; build work plans with each partner						◆	◆	◆	◆	◆		
<ul style="list-style-type: none"> ▪ Guide staff through a research review in the specific focus areas of each SLC ▪ Work in cross-curricular teams to unpack national core and content standards and explore implications for the focus area of each SLC ▪ Collaborate with staff and university partners to develop coherent, four-year learning plan reflecting the focus of each SLC (if applicable, an SLC may choose to adopt an EdWorks prototype design and corresponding four-year learning plan) 							◆	◆				
Administer student, teacher and leadership surveys							◆	◆				
Conduct the annual school assessment using the EdWorks rubrics for Organizational Effectiveness and Instruction (See attached Overview of the								◆	◆			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Assessment Process.)												
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th graders; develop a schedule for 11 th and 12 th graders that allows them to complete their previous learning plan									◆			
Hold Student-Led parent/family-teacher conferences									◆	◆		
Conduct Leadership Retreat: Growing and Supporting Effective Teams, including: <ul style="list-style-type: none"> • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning 										◆		
Hold Teacher Summer Institute, focusing on: <ul style="list-style-type: none"> ▪ Unpacking State and 21st Century College-Ready Content Standards and adjusting the flow of the four-year learning plans to reflect state context ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments) ▪ The Rigor/Relevance Framework and “Quadrant D” lesson design ▪ Developing units of study, assessments and lesson plans reflecting the 9th and 10th grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design ▪ Developing units of study and lesson plans for 11th and 12th grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design 										◆		◆

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Involve university and business partners (side-by-side with teachers) in the design of rigorous, relevant units of study and lesson plans												
Conduct the Student Summer Bridge												◆

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Two (September 2011 – August 2012)												
Hold regular meetings of SLC and Campus-Wide leadership teams	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance	◆											
Make a formal Progress report to the local community	◆											
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.	◆		◆		◆		◆		◆			
Using targeted one-on-one coaching time for principals and teacher leaders and extended time for teachers and guided agendas for common planning time. Conduct leadership and teacher professional development to deepen knowledge and skills gained in the previous year.	◆	◆	◆	◆	◆	◆	◆	◆	◆			
Professional development focuses in the following areas:												
Aligning teaching, learning and assessment practices to support acquisition of:												
▪ 21 st Century Skills												

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<ul style="list-style-type: none"> College and career readiness skills <p>Classroom Practice/Learning Conditions</p> <ul style="list-style-type: none"> Using data to drive instructional design Looking at student work Research-based instructional models Reviewing student performance and adjusting instruction <p>Walk-throughs and Classroom Observation as Professional Learning Tools</p> <p>Accessing and Using an Online Learning Community</p>												
Hold Student-Led parent/family-teacher conferences		◆							◆			
<ul style="list-style-type: none"> Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention. Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments 			◆	◆	◆	◆	◆					
Collect student, teacher, school data			◆				◆				◆	
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Administer formative assessment				◆			◆			◆		
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Revisit progress and work plans with local community engagement, business and university partners; adjust, as needed			◆							◆		
Administer student, teacher and leadership surveys							◆	◆				
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th and 11 th graders; develop a schedule for 12 th graders that allows them to complete their previous learning plan									◆			
Hold the Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: <ul style="list-style-type: none"> Adaptive Leadership knowledge and skills 21st Century Skills College and career readiness National and international student performance Effective business and community partnerships Effective small school operations 										◆		
Conduct Teacher Summer Institute with continued focus on Instructional Design for Rigor and Relevance: <ul style="list-style-type: none"> Rigor and Relevance Framework Knowledge Taxonomy and the Application Model Rubrics Differentiation Assess effectiveness of units of study and lesson plans designed in 2010-11; adjust, as needed 										◆		◆

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
<ul style="list-style-type: none"> Continue developing units of study, assessments and lesson plans reflecting the 9th and 10th grade portions of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design Develop units of study, assessments and lesson plans reflecting the 11th grade portion of the four-year learning plans, the Rigor/Relevance Framework and Quadrant D lesson design Develop units of study and lesson plans for 12th grade that reflect the Rigor/Relevance Framework and Quadrant D lesson design <p>Involve university and business partners (side-by-side with teachers) in the design of rigorous, relevant units of study and lesson plans</p>												
Conduct the Student Summer Bridge												◆
<p style="text-align: center;">Year Two Milestones</p> <ul style="list-style-type: none"> All 9th and 10th grade students enrolled in a college and career-ready curriculum Increase on-time grade-level progression over baseline school year 2009-10 Decrease dropout rate between 9th and 10th grade over baseline school year 2009-10 Increase attendance over baseline school year 2009-10 Decrease Type A and B disciplinary offenses over 2009-10 Reduce the number of failing grades over baseline school year 2009-10 Implement year two of the five-year teacher and leader professional development plans. Evidence of expanded family and community participation in the school 												

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Regular meetings of SLC and Campus-Wide leadership teams												
Conduct baseline assessments with all students in grades 9 and 10 and any students in grades 11 and 12 who have not scored proficient on the MME or met the ACT threshold for performance												
Make a progress report to the local communities												
Assess effectiveness of plans for safety, security, discipline and attendance. Adjust as needed.												
<p>Conduct teacher professional development through extended time and guided agendas in common planning time. Reinforce and build upon knowledge and skills learned in the previous year and summer institute:</p> <ul style="list-style-type: none"> Student Work Unit Design and Delivery Differentiation Student Performance Assessments Formative and Summative Assessments Alignment with State and 21st Century Standards <p>Learn how to use the latest online resources to further engage students in the learning process</p>												
<ul style="list-style-type: none"> Conduct Triage process with existing 10th, 11th and 12th graders in each SLC to target students in need of intervention. Conduct "Accelerated Academies" to meet needs identified through the Triage Process and formative and classroom assessments 												

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Hold Student-Led parent/family-teacher conferences												
Collect student, teacher, school data												
Administer formative assessment												
Revisit effectiveness of operational structures and policies for the innovative schools; adjust, as needed												
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives												
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys												
Develop student and teacher schedules reflecting the new four-year learning plans for incoming 9 th graders and rising 10 th , 11 th and 12 th graders												
Conduct Leadership Retreat: Leading a High-Performance Organization: <ul style="list-style-type: none"> • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling 												
Conduct Teacher Summer Institute Three: Beyond												

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Rigor and Relevance <ul style="list-style-type: none"> • Analysis of the four-year Course of Study for each SLC, reflecting their particular focus area and aligned to State, national and 21st Century College-Ready Standards • Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with business and University Partners • Integration of early college experiences in Core and Elective Courses 												
Conduct Student Summer Bridge												
Year Three Milestones <ul style="list-style-type: none"> • All 9th, 10th and 11th grade students enrolled in a college and career-ready curriculum • Increase state exam passage rates over the previous year • Increase on-time grade-level progression over the previous year • Decrease dropout rate over the previous year • Evidence of student participation in initial AP/Dual Enrollment options • Implemented year three of the five-year teacher and leader professional development plans. 												

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Dr. Deborah Jenkins, Principal, School Improvement Team /Committee, EdWorks, Business Consortium Partners, Designated District Personnel, Designated Teachers for programs and evaluations/assessments. Parent Groups and affiliations (designated Personnel) after proper procedure and protocol.

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG

schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

As stated above, data will be collected under the direction an identified Data Specialist, the school's Data Analyst and its Technical Assistance Coach. Literacy and Mathematics Coaches and College and Career Access Coordinators will assist with the process. Tools in the DPS-provided "Learning Village" and resources in the Northwest Evaluation Association Measures of Academic Progress will ensure all administrators and teachers are able to access and monitor progress of individual students, classes, grade levels and the whole school.

The following data collection tools are used to obtain the data needed to create the desired reports:

1. **School Data Collection Template:** completed by the evaluation consultant and coach, in collaboration with the school. The template stores the wide range of data generated at the school and which do not require special interpretation or analysis during the process of collection.
2. **Planning and Implementation Calendars:** Comprehensive timeline of key activities, events and milestones to guide the implementation of the EdWorks model.
3. **Student, Teacher and Leader Attitudinal Surveys:** Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
4. **Client Satisfaction Survey:** Survey to further EdWorks' understanding of how well it is serving its clients and to provide insight on how to improve its services.
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

Student data will be disaggregated by gender, ethnicity free and reduced price meal eligibility, special education, and grade level promotions.

School and Educator Review Process

Additional assistance for data collection, reporting and use will come from designated personnel assigned to each area. In addition to but not limited to annual and ongoing assessments and evaluations of all participants:

- Next Level Studios- Learning Beyond the Classroom: Please see description
- Computer labs/Lap tops/Netbooks
- Prometheum Boards
- Audio-Visual/Digital & Media
- PCI Reading Program
- Research Lab/Library
- Word Analysis Skills

- Discovery Science
- Afterschool Tutoring
- Mentoring
- Webcasting
- Video and Music Production
- Graphing Utilities
- Focus Trips
- Information Assurance
- Geographical Information Systems
- Green and Renewable Energy Projects
- Mathematics
- Reading/ ELA
- Life Science Studies and the Integration of Animal/Human Life

Research-Based Rubrics Help Chart Growth for Teachers and the School

Growth in school and educator effectiveness is monitored through annual implementation of a complete set of organizational effectiveness and instructional rubrics developed by the nationally-recognized curriculum and assessment specialists at Edvantia, in addition to attainment of student growth and achievement targets.

Rubric Design

The **Instructional Rubric** is designed around five focus areas: professional growth, unit design, lesson development, instructional delivery, and assessment of learning. The elements of each focus area describe the expectations for integrating and implementing effective research-based instructional strategies and practices into the curriculum. To teach an intellectually challenging class, teachers must be properly prepared and equipped with the skills necessary to evoke in students the desired responses to material, responses designed to deepen their engagement with and understanding of key course concepts, and to expand their repertoire of thinking skills and strategies. Having learned these elements of complex thinking, students understand what it means to master concepts at a higher proficiency level and are more likely to apply these thinking skills in subsequent areas of study. Likewise, the knowledge and skills developed through key literacy elements enable students to engage texts critically and create well written, organized, and supported work products in all content areas.

Designed around the four essential components of the EdWorks Model – rigorous curriculum and instruction; supportive climate and culture, aligned assessments, and comprehensive student support—the **Organizational Effectiveness Rubric** is a comprehensive set of indicators used to review and assess progress that schools make in implementing high school initiatives designed to increase achievement for all students and prepare each student for life in the 21st century. The Organization Effectiveness Rubric enables leaders to gather data that they can use to reflect on practices that are shaping the future of their school(s), to gauge their progress in implementing innovative high school practices, and to motivate staff and stakeholders to plan and implement strategies that will bring initiatives to scale. Additionally, data can inform the allocation of

resources, define professional development needs, guide coaching plans, and prioritize areas in which administrative support is most needed.

The Organizational Effectiveness Rubric components capture the essential practices of high schools that successfully prepare students for college, the workplace, and life in the 21st century. These schools are intellectually rigorous, innovative, personalized, and responsive to all learners, student centered, and connected to real-world learning. The Organizational Effectiveness Rubric also measures how well the school is reaching beyond its doors to engage its community and collaborate with postsecondary educators and workplace leaders.

Communication of School Progress to the School, District and State

The following chart outlines the process for communicating progress to the district and the state. Each report will be discussed with the school leadership team and the school as a whole for their feedback prior to sharing and discussing with the superintendent and appropriate state personnel.

PROGRESS CHECK	AGENDA
Quarterly update meetings with the coach	<input type="checkbox"/> Review the completed calendar tasks <input type="checkbox"/> Seek guidance in areas of concern <input type="checkbox"/> Discuss future work
Mid-year meeting (December) with EdWorks senior staff	<input type="checkbox"/> Informal site visit with district leadership <input type="checkbox"/> Review the preliminary rubric assessment results <input type="checkbox"/> Summarize progress on calendar tasks <input type="checkbox"/> Quickly preview the second semester calendar <input type="checkbox"/> Discuss available dashboard data <input type="checkbox"/> Review strategic planning process
End-of-year meeting (April) with EdWorks senior staff	<input type="checkbox"/> Conduct formal rubric-based site review <input type="checkbox"/> Review the final rubric assessment results <input type="checkbox"/> Summarize progress on calendar tasks <input type="checkbox"/> Preview the calendar for the coming implementation year <input type="checkbox"/> Review preliminary projections for year-end dashboard data <input type="checkbox"/> Discuss strategic action plans for the coming year
Annual written report from EdWorks for distribution and discussion with the Board and State (August)	<input type="checkbox"/> Deliver a written annual report to the superintendent, the Board and the State that includes: <ol style="list-style-type: none"> 1. Executive Summary of Progress 2. Preliminary and Final Rubric Assessment Results 3. School Readiness Check (planning year only); School Implementation Check 4. Data Dashboard indicating Progress Made on the Annual Milestones and Progress toward Implementation Year Performance Targets
Regular informal check-ins by EdWorks senior staff	Mix of phone calls, e-mails from the National Director of Field Operations and others, as needed

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

**MARTIN LUTHER KING, JR. BUDGET
SEE ATTACHMENT**

LEA Application Part III

Additional MLK High School Turnaround Objectives:

Goal #1: Improve organizational effectiveness by:

Organizing and assigning responsibility for quality of all major operational initiatives by work teams

Principal, assistant principals and key instructional leaders have access to frequent, readily available and engaging coaching in organizational planning and development

Provide technical assistance in alignment of organizational initiatives and resource allocation

Provide technical assistance in developing, monitoring and responding to performance benchmarks.

Goal #2: Expand support for high-level academic achievement by:

Establishing instructional teams that collaborate horizontally and vertically to improve alignment and coherence of instruction

Provide grade level teams with the time and tools to monitor and intervene when student performance falls below expectations

Provide high quality extended day and extended year options to help students build and extend core skills and knowledge

Offer a broad range of high academic performance options allowing students to reach beyond common performance standards (IB/APL and higher learning in STEM and Renewable Energy Projects).

Goal #3: _Establish a School Wide Culture of High Performance Expectations by:

Engaging instructional and operational teams in identifying the benefits and demands of delivering on high performance

Building a habit of recognizing and reinforcing high performance when and where it occurs

Quickly recognizing and addressing low performance issues at the team level

Demonstrating daily our concern for student's success, our

encouragement of their dreams, and our faith in their ability

Goal #4: Demonstrate the Art & Science of Engaging Teaching by:

Aligning our instructional efforts to help students make sense of the interdisciplinary relationships embedded in our learning standards

Utilize technology, text, and community based resources to provide students with the broadest possible understanding of the context and applications of their developing knowledge and skills

Ensure that all instruction is student centered and engaging by monitoring the instructional outcomes of our teaching, engaging in peer observations and coaching, and utilizing opportunities to extend and improve instructional practice.

Goal #5: Improve Student Performance in Core Content

Achieve our student proficiency targets in ELA.

Achieve our student proficiency targets in mathematics.

Achieve our student proficiency targets in science.

Achieve our student proficiency targets in social studies.

Establishing and Supporting the Work of Teams:

Teams will have the primary role in development of the school. Faculty will be assigned to horizontal (grade level) teams based on their primary teaching assignment and vertical (content area) teams with primary responsibility for improving student performance. Instructional and operational support personnel will be assigned to teams based on job function and/or impact area with a primary role in improving quality of service in all aspects of school operations.

A school leadership team will have the role of monitoring and supporting team efforts by:

Engaging instructional and operational teams in identifying the benefits and demands of delivering on high performance

Building a habit of recognizing and reinforcing high performance when and where it occurs

Quickly recognizing and addressing low performance issues at the team level

Demonstrating daily our concern for student's success, our

encouragement of their dreams, and our faith in their ability.

The school leadership team will include team leaders from the school wide teams and make decisions about school goals and additional planning as needed.

Teams will be supported by coaches from EdWorks using the following guidelines for team practice in a Team Centered Organization by: utilizing the talents and skills of its members to achieve common goals and striving for the continuous improvement and quality of service. Setting performance standards aligned with expected outcomes and meeting frequently to establish team standards and resolve challenges by utilizing data to monitor performance and guide improvement

The following outlines the general sequence of planned activities for team development. This may be modified as needed to best fit the progress and needs of the team:

Build Coherence about School Plans

- Establish teams
- Set objectives aligned with goals
Review initial data
- Establish benchmarks

Build Foundational Capacity

- Build capacity for team based work
Establish team protocols and expectations
Identify core instructional needs
- Analyze instructional core and student work for alignment

Reinforce Best Practices

- Review first year progress & set team goals
- Refocus team efforts and support to align with goals
Deepen the focus on instructional outcomes
- Explore new solutions

Expand & Extend Capacity Building

- Review second year progress & set new team goals
Refocus team efforts and support to align with goals
Deepen the focus on instructional outcomes
- Explore new solutions

Research based practice standards for further development of teams: (centerii.org)

1. Incorporate team structures into the school improvement plan and school

governance policy.

2. Develop written statements of purpose and by-laws for each team's operation.
3. Provide teams with work plans for the year and specific work products to produce.
4. Insure that all teams prepare agendas for their meetings, maintain minutes, and catalog their work products.
5. Maintain a file of the agendas, work products, and minutes of all teams.
6. Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy. A rule of thumb is that Leadership Teams and School Community Councils meet twice each month for an hour each meeting; Instructional Teams meet twice each month for 45 minutes to conduct business and for blocks of time of 4 to 6 hours each month to review student learning data and develop and refine instructional plans.
7. Insure that teams receive timely access to information, including student progress data and summaries of classroom observations.
8. Provide professional development on effective teaming practices.

School Data Center: The school will establish a data center to support the collection, analysis and utilization of data by all school staff. Plans call for a data center that serves as the nerve center of the school, uncovering trends and improving accessibility and utilization of performance data. Critical data points and progress toward targets will be on display using bulletin boards and other data displays, and incorporated into building communications. A key function of the data center will be supporting integration of performance data into team discussions.

B. Required Activities for School Turnaround:

Replacement of the School Principal: Deborah Jenkins was appointed as principal of Martin Luther King, Jr. Senior High School for the 2009-10 school year and is continuing as principal for 2010-11.

Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs:

The leadership team will utilize a computer based walkthrough instrument linked to a database using the Indicators of Effective School Practice from the Center on Innovation and Improvement, and other sources, to monitor the effectiveness of the organizational and instructional change strategies as they are implemented observations. Instructional and organizational teams will also utilize similar tools to facilitate peer observations. Indicators of progress will also be maintained, distributed and displayed by the school data center.

Walkthroughs will be utilized frequently enough to provide a continuous flow of performance data to allow the leadership team, and instructional teams, to effectively monitor the impact of their instructional planning, teaching strategies and instructional interventions. The expectation is that every classroom will be observed multiple times each week. Walkthroughs will also extend beyond the

classroom to identify areas of success and areas of concern throughout the school (hallways, lunchroom, entry doors) to monitor the impact on overall school culture and climate.

Research based practice standards for measuring changes in instructional practice:
(centerii.org)

- o Determine which method for using instructional practice data will be used and provide ongoing professional development (Hall & Hord, 2001; Gersten, Dimino, Jayanthi, Kim, & Santoro, 2009; Watanabe, 2002; Hasbrouck & Denton, 2005).
- o Identify the group or individual teachers who will participate. This is often based on identifying classrooms where student need is the greatest.
- o Allocate time to implement the method.
- o Provide consistent administrative support (Hall & Hord, 2001). Make adjustments that create blocks of time for teachers to collaborate; find appropriate ways to acknowledge teachers who try to improve their practices, ranging from informal appreciation (such as a "thank you") to more concrete rewards such as stipends or graduate credit.

Screen all existing staff and rehire no more than 50%:

As a Turnaround school, all school staff and other interested applicants were interviewed during 2009-10 school year and continued during the week of August 9-14, 2010. During the interview process, potential staff members are asked about willingness to commit to being an active and passionate member of the team, implementing this plan with fidelity. (For more detail see Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.)

Remove leaders/ staff who have not increased achievement:

See Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.

Select new staff:

See Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.

Implement Strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions:

Throughout the coming years, Martin Luther King, Jr. Senior High School anticipates using School Improvement Grant and other funds to provide career incentives and flexibility for team leaders that will allow these key instructional leaders to develop a broader knowledge base of instructional issues in identified areas of need. Funds will also be utilized to provide additional opportunities for staff through professional development activities, conferences and school based seminars allowing team members

to develop expertise in identified solutions.

The school will implement other incentives aligned with the proposed DFT agreement for improving school and student performance.

Provide staff with ongoing, high quality, job-embedded professional development aligned with the instructional program and designed with school staff:

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to facilitate meetings when needed to maintain alignment of team initiatives with the team and school goals as well as utilizing best practices for embedded professional development. Coaches will meet a minimum of once per week with their teams. Their primary focus, once team protocols are established, will be on improving instructional practices by utilizing assessment data to understand when, where and why students are underperforming, and utilizing Action Research to build student engagement, and plan individual and group intervention strategies when students are not performing as expected. To align and focus their work, teams will devote time to unpacking the skills and knowledge behind the context, content and process standards in their instructional plans. "Unpacking the standards" will be embedded in the sequence of activities for examining instruction facilitated by the instructional coaches.

Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by EdWorks to provide cross-fertilization of ideas and initiatives. A school wide professional development plan will be completed by October 31, 2010 with input from teams on needs to support implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement.

Adopt new governance structure:

The District is establishing an office of high priority schools to support school turnaround efforts.

Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as with State academic standards:

The team based structure of the school and grade level common planning time will establish the opportunity for teams to make best use of performance data to impact instruction. Content area teams will meet twice monthly during the Wednesday two hour block after school with the assistance of content area coaches to review the planned sequence of instruction in content area courses and ensure that classroom instruction aligns with academic standards. The discussion in these teams is expected to enhance and focus the work of grade level teams in planning classroom instruction and identifying gaps that need additional attention, especially learning gaps that cross-content area boundaries. The experience of grade level teams in planning cross content area instructional activities is also expected to inform discussion about how to better sequence presentation of concepts and practice in foundational skills that are impacting student performance in the content areas.

Integration of the Green School, Renewable Energy and STEM Learning Community theme into instruction is expected to occur at all grade levels and within all content areas. Teams will receive coaching support in identifying and developing instructional practices that support the exploration and application of this cross cultural context within instruction throughout the school. This will give teachers the opportunity to explore new instructional resources, with an expected focus on technology based resources from sources around the world, as well as utilizing technology to interact with classrooms and online resources in other schools, colleges, international connections and museums.

The focus on monitoring, analyzing and applying data in the grade level teams coupled with resources, encouragement and coaching in the best use of innovative instructional practices and materials is expected to bring a higher level of engagement opening the door to increased rigor and the broadening of student understanding of interrelated concepts.

Research based practice standards for aligning instruction: (centerii.org)

- o Conduct investigation to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas (Bhola, Impara, & Buchendahl, 2003; Blank, Porter, & Smithson, 2001; English, 1980; Glatthorn, 1999; Kurz, Elliot, Wehby, & Smithson, 2009; McGehee & Griffith, 2001; Porter, Smithson, Blank, & Ziedner, 2007).
- o Provide resources (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards (Blank, Porter, & Smithson, 2001; English, 1980; Koppang, 2004).
- o Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data (Blank, Porter, & Smithson, 2001).

Promote continuous use of student data to inform and differentiate instruction to meet student needs:

At the heart of Martin Luther King, Jr. Senior High School's school improvement efforts is the formal establishment of teams involving every staff member in utilizing data from a range of sources as the focus for conversations about when, where and how to take steps that will result in improved performance. Each operational and instructional team has a team leader and a set of goals relating to improved quality of service. Collecting and analyzing data combined with reflective review of causes and consideration and implementation of solutions will be the core work of the teams. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work products, surveys of staff, students and community, and the observations of external observers with expertise in core areas. Team leaders will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

Two areas of particular focus throughout the school will be utilization of student data to reinvigorate instructional practices to ensure the individual learning needs of students receiving Specialized Student Services and implementation of our STEM and Renewable Energy Programs.